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ABSTRACT

This report presents the model and methodology that were used in building a database of information on 600 graduates of the School of Information and Library Studies at the State University of New York at Buffalo, which was accredited by the American Library Association (ALA) in 1972 (another 25 graduates were selected out for sampling purposes during the survey instrument design process). This database was designed for use in the evaluation and testing of significant indicators that could be utilized in the internal design and operation of the program; it could also serve other programs of education in librarianship as a basis for the evaluation and assimilation of a similar data collecting activity. The five study objectives outlined include specifications for identifying and obtaining input from persons engaged in similar projects; selecting consultants to help design the instrument; the data gathering itself; the codification of the survey instrument; and the eventual compilation in report form of the findings. The paper then provides details of the survey instrument and a discussion, analysis, and summary of the findings of the survey. A copy of the 5-part, 66-question survey instrument is appended. (7 references) (CGD)

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A STUDY OF THE DESIGN AND TESTING OF VALUES TO BE DERIVED IN THE TRAINING OF LIBRARIANS THROUGH A SYSTEMATIC DATA GATHERING PROJECT ON GRADUATES OF A PROGRAM IN EDUCATION FOR LIBRARIANSHIP

by

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INTRODUCTION

Dr. Jesse Shera commented in his famous work The Foundations of Education for Librarianship (Becker and Hayes, Inc., 1972, p. 472) that "It is customary for library school graduates to complain that their school loses interest in them after they have secured their first position. The charge probably exaggerates the real situation somewhat, but it is true that few schools follow the careers of their graduates closely or that the graduates keep the school properly informed of their progress and professional situation. Neglect of the graduate is injurious to both the school and the alumnus." A search through the literature indicates only sporadic and for the most part peripheral research allied with library schools and their graduates. Eugene Wilson(1) studied the graduates from the University of Illinois for the decade 1926-36. Periam Danton and LeRoy C. Merritt(2) studied the graduates of the University of California library education program from 1920 through the class of 1948. There are two Master's theses from the University of North Carolina by Mary Ellen Thomas(3) and Alice Cameron Reaves(4) which combined cover retrospective years from 1951-1962. John J. Miniter(5) studied a selective group (the first 400 answered questionnaires) of graduates of the Texas Women's University library education program.

A sampling of graduates from the University of Michigan library education program taken at five year intervals over a period from 1930 to 1975 was undertaken by Constance Rinehart and Rose Mary Magrill(6). The study was primarily concerned with entrance characteristics and its findings generally supported earlier findings by others.

The major concern seems to have been with the age, sex, job location, salary, and college major of the graduates as an evaluative tool for admissions and possibly recruitment. The design of the tools used in these investigations has been the questionnaire or a searching or the school's files on each student. The Danton/Merritt study had as its primary motive "to describe the graduate with respect to age, sex, education, and other pertinent variables in the belief that precise knowledge of these characteristics will be of value in providing an understanding of the professional librarian, and a background of information which might be helpful in connection with the admission programs of library schools."(7)

This project has sought to provide a model and a methodology for building a base of data on the graduates of the ALA accredited program of education in librarianship at the School of Information and Library Studies at the State University of New York at Buffalo which could allow for evaluation and testing of significant indicators which could be utilized in the internal design and operation of the program and serve other programs of education in librarianship as a basis for evaluation and assimilation of a similar data collecting activity.

The objectives of the study were outlined as follows:

1. to identify individuals currently or recently occupied in similar data collection projects within their program of education for librarianship and invite contributions to the content and design of such a data base;

2. to select individuals with significant background and specialization in collection and evaluation of data on graduates to directly assist as consultants in the design of the data gathering instrument;

3. to gather the required data from individuals holding the degree from the program at the School of Information and Library Studies at Buffalo;

4. to codify the instrument in computer compatible form to increase variable comparisons amongst the data and to allow for any up-date and development of the data base;

5. to compile a report on the findings for use by the profession.

We wish to acknowledge the support of the U.S. Office of Education under the Higher Education Act of 1965 as amended for its Title II-B Library Research and Demonstration Program, the contribution of research assistants Jill Finsen and Jennifer Hoffman. In particular we wish to note the encouragement, pertinent criticism and evaluations of the consultants: Dr. John P. Comaromi, Graduate School of Library and Information Science, University of California, Los Angeles; Dr. Merle Lamson, Graduate School of Library and Information Science, Brigham Young University, Provo, Utah; Dr. M. P. Marchant, School of Library and Information Sciences, Brigham Young University, Provo, Utah; Margaret Myers, Office for Library Personnel Resources, American Library Association, Chicago, Illinois; and Dr. Patrick R. Penland, Graduate School of Library and Information Science, University of Pittsburgh, Pennsylvania.

Dr. Judith Braunagel of the SILS faculty very graciously gave her time, advice and counsel to this project when Dr. Edsall was unable to be on-site during the tabulation of data. And of course we must acknowledge the contributions made by the faculty of the program under study and the sage support of Dean George S. Bobinski.

THE SCHOOL OF INFORMATION AND LIBRARY STUDIES (SILS)

The School was established at the State University of New York at Buffalo in the fall of 1966 and operated on a preliminary status until the beginning of the fall semester in 1968. During that two year period the program absorbed many students who had begun their studies in the Buffalo extension of the State University of New York College at Geneseo.

The program in 1968 implemented a new curriculum and the first normal year of operation. The curriculum was revised in 1970-71 and the program received its accreditation by the American Library Association in 1972. Further revisions of the curriculum and an intensive self-study were completed in 1975 when the program was accredited under new standards adopted by the American Library Association in 1972. For the purposes of this study the graduates from the program beginning in 1968 through 1977 were used.

The program moved into new quarters in 1975 with a Library Studies Library of 20,000 volume capacity and seating for 125 users plus group study rooms and media viewing and listening space. There is a special cataloging and classification laboratory. Unique to the program is the media laboratory complex including a darkroom and a television studio plus work space for a variety of multi-media production facilities. The school has terminal connections into the campus computing center, on-line retrieval training facilities and access to the OCLC data base. The faculty and administration of the program is 9.5 full time equivalents with 2.0 in clerical support.

After extraction of 25 graduates for sampling purposes the graduates of the program for the period totaled 600 persons.

METHODOLOGY EMPLOYED

Survey of Accredited Programs: A letter was sent to the graduate programs in education for librarianship accredited by the American Library Association outlining the planned study and asking for any contributions or documents developed by the program in measuring or evaluating graduates. The response was not overwhelming but the material received was of considerable help in the early process of isolating data which might be collected in this project. Many examples of questionnaires used by the schools were those devised as part of the accrediting requirements of ALA since 1972. We found a divergence of type of data collected and design of the instrument. The terminology proved to be inconsistent in many instances but helped in the compilation of our first draft of a questionnaire.

The responses from the library schools plus a literature search helped us identify several names of people we felt would be most helpful to us as consultants on the design of the instrument.

In-house Search: A special list of data composed of 20 items collected from the files of graduates was searched by the research assistants.

1. Name
2. Address
3. Graduate Record Score
4. Male/Female
5. Date of Birth
6. Undergraduate Degree and Institution
7. Major/Minor Subject
8. Year of Undergraduate Degree
9. Higher Degrees: institution, year received
10. Subject
11. Attended full-time/part-time
12. No. of credits beyond required 36 for degree
13. Year of graduation (MLS)
14. Address at time of admission
15. Type of library activity anticipated upon admission
16. Second languages
17. Undergraduate Grade Point Average
18. Pre-library school experience in libraries
19. Minority status
20. Non-U.S. citizen

One of the major problems was to identify the location of the graduates. The SILS Alumni Association mailing lists were not adequate and close checking with the university-wide alumni group did not produce significant numbers of current addresses for our graduates. A series of letters were sent to those listing a parent, relative or other more permanent address upon entering the program. This technique produced a considerable number of up-dates. Some cases were within the state and using the School's tie-lines for direct phone calls provided a more complete listing of current locations.

All data was placed on punch cards for the basic data collection on our survey.

Drafting of the Questionnaire: The draft questionnaire was of nearly twice the length of the final instrument and used a variety of devices to solicit hard data and opinion. The first draft was evaluated not only by the principal investigators but circulated to the faculty for their comment and evaluation. From that exercise a more modest and considerably more directed instrument evolved. This design was sent by mail to the consultants for their comment and evaluation. Detailed comments and some hard questioning of the instrument came back from the consultants. It was difficult to incorporate all of their suggestions but their work made it easier for a further reduction of the instrument and the adjustment of certain opinion questions. A sampling was taken from those in the 1968-72 group of graduates and further modifications were made based upon their responses. The modifications were not so extensive as to justify another test to verify the changes.

The Data Collection Program: The questionnaires were mailed and as soon as they began to return they were punched on cards according to a program design by our statistics consultant. A second mailing went out at the conclusion of 35 days of the first mailing to urge further response. This improved the response to 323 or 54% of the 600 sent out. Upon completion of the data collection the frequencies were tabulated through an SPSS program.

GENERAL DESCRIPTION OF THE RESPONDENTS

Our respondents were 76.5% female and 23.5% male. Their birthdates ranged from 1911 to 1955 with the mean of 35 years of age. The respondents entered the program primarily with a B.A. (82.4%) as opposed to the B.S. (17.6%). In addition 5.9% entered the program holding an M.A. degree, 2.5% held the M.S. and a very small group, 0.6% entered with a Ph.D. The respondents (as was the case in the Danton/Merritt study) were largely from the more recent graduating classes.

The respondents claimed a second language ability by 42.1% (consistent with other studies). A language requirement is not part of the admissions standards for this program. The program does require a 3 point (on a 4 point scale) grade point average. The respondents' median average was 2.896. The program also requires a combined Graduate Record Exam score of 1000 for entrance. The median

score for verbal of the respondents was 594.5 and quantitative median of 507.6 (1101.1).

The respondents were generally well scattered amongst the various types-of-library and comparable to earlier studies in groupings.

Academic	22.9%	Public	22.0%
Business	1.9%	Special	7.7%
School	26.6%	Media	1.1%
Government	11.1%	No response	4.9%

There was a group of 10.8% who were employed in non-library related work.

The respondents were married for the most part (63.8%) or divorced (8%) and a few had lost their spouse (1.9%) leaving about 25% single. The Danton/Merritt survey found that 48% of their group was married.

RECRUITMENT AND CAREER IDENTIFICATION OF THE RESPONDENTS

The respondents came to library education about evenly split as to prior library work experience (50.5% did not have experience and 49.5% had experience). Yet, when we asked them to give their first and second reasons for selecting librarianship the largest weight went to previous work in a library (30.4%); with familiarity with libraries being the largest grouping for second choice of reason (35.9%). In the selection of reasons the heaviest weight fell upon previous work in a library (20% listed this as their second choice), familiarity with library use and being acquainted with a librarian (13.9% listed this as a second choice). The weakest choices fell on influences of recruitment literature, career counseling, library relatives and friends. In the open ended response section the most often repeated reason was the age old "love of books and reading" avowal.

Like other studies mentioned above the location of the school is the prime reason for its selection for entrance (72.4% listed this as first reason for entering the Buffalo program) and tuition figures next in importance with content of the program much further down in choice. The list of choices and the responses should give a clearer picture of how the emphasis is clearly location with all else being subsidiary.

Factors leading to the selection of the SILS program:

	1st choice	2nd choice
Tuition	5.0%	23.4%
Member of faculty	1.6%	3.5%
Librarian	1.2%	5.9%
Graduate of the program	1.2%	3.1%
Counseling service	.6%	1.6%

	1st choice	2nd choice
Content of SILS program	6.2%	14.1%
Location	72.4%	18.8%
School catalog	.6%	10.2%
Advertisements by SILS	1.6%	.6%
List of accredited programs	2.8%	7.4%
Financial aid	3.1%	8.2%
Other	3.4%	2.3%

LENGTH OF TIME IN PROGRAM AND ALLIED ACTIVITIES

The SILS program is sequenced so that students can complete the required 36 credit hours in two semesters and a summer session. In the tabulation we asked the respondents to list the summer session as if it were another semester. The respondents for the most part considered themselves part-time (54.7%).

25.5% completed the coursework in 3 semesters
29.5% 4 semesters
12.9% 5 semesters
14.8% 6 semesters
13.2% 7 semesters
the remainder claimed more than 7 semesters

We asked how many had taken coursework beyond the required 36 hours and found that 21.8% claimed they had done so. They listed primarily as their reason a felt need for additional exposure to a subject area or concept of service. A few of the more recent graduates mentioned that they did so while hunting for a position.

A heavy majority were employed in some capacity while they attended the School. The largest of this group (39.4%) were employed part-time in a library and the next largest group (24.8%) worked full-time in a library. The remainder were scattered amongst graduate assistantships and other outside full and part time employment.

THE CURRICULUM

We gave the respondents a shopping list of descriptive terms of course topics and asked them to check off those they felt should be required to complete an MLS program. There were only 17 respondents who felt that none should be required. In totaling the choices we found that the following are listed in the order of the weight given by the respondents:

Reference	217	Principles of supervision	95
Cataloging	185	Survey of Librarianship	91
Basic non-print media	171	Type-of-library administration	90
Reference negotiation	169	Information Retrieval	79
Research methods	147	Intellectual Freedom	78
Collection Development	145	Service to specific groups	54
Management Theory	143	Computer programming	41
Acquisition	122	Systems analysis	41
Library Automation	96	Indexing/surrogation	36

It should be pointed out that not all of the above topics appeared in the SILS curriculum as separate courses at the time this survey was made.

We asked the respondents to subjunctively rate their feelings about the curriculum while they were in the SILS program. They didn't feel too strongly that there was a unified concept and edged closer to a feeling that it was a "mass of separate courses". They were fairly strong in their feeling that stress was placed on understanding the subject matter but they were evenly split on whether the work was too much on the side of "rote/busy work". They were much stronger in their belief that principles and functions were stressed and that they were generally allowed to pursue their individual interests while in the program. They were middle ground on whether student needs were recognized and very strong in their belief that the curriculum was responsive to current trends and promoted professional growth. They were not too upset that the curriculum was oriented to routine. They were strongest in their affirmation that the curriculum stressed service to the user.

In terms of emphasis in the curriculum on types of materials they were for the most part very satisfied with some concern expressed that archival, foreign language material and serials were not strongly enough represented. There was also some moderate concern that there might be too much emphasis on books.

In terms of services and processes in librarianship there was general satisfaction with the curriculum emphasis. Those felt to have too little emphasis were (in order of their selection) broadcasting, preservation of materials, publishing, administration and management, public relations and non-book processing. On the other side of the coin there was only moderate expression of concern that there might be too much emphasis on (in order of their selection) user needs, organization of print materials, cataloging and non-print media equipment.

We asked if the 36 credit hour requirement for the SILS degree should be changed. Not quite 2% said there should be a decrease, 22% felt an increase was in order and the remainder were satisfied. When asked about an internship or practicum being required for graduation the majority were emphatically in favor (61.3%). Those that were unsure were for the most part, however, in favor of having an internship or practicum as an elective.

ADMISSION REQUIREMENTS

We asked the respondents what factors they felt should be required for admission to the MLS program. By far the largest majority felt that an interview should be required (70%). All other factors listed were registered as negative by the majority. Only two other factors intrigued a fair nurber. There was a group that felt that math competency should be a factor (38.7%) and another group expressed faith in a personality examination (36.2%). Of interest in view of many comments appearing in national library periodicals asking that admissions be limited to those having assurance of placement upon graduation, such a requirement was negated by a majority of the respondents (77.4%).

ADDITIONAL POST-MLS REQUIREMENTS

The respondents were not as emphatic about the certification of librarians. We asked where applicable if the graduates were able to meet certification requirements and only a small group said no (12.1%). The reason may well be in the shifting of state certification requirements for school media librarians during the mid-seventies. We asked if all the respondents felt that there was a need to certify all types of librarians. The response was fairly evenly divided between the affirmative (30.7%), the negative (40.9%) and those who had no opinion (30.3%).

Since graduation a very small number have added another degree (for the most part a subject Master's). While only 3.7% have added another degree there were 13.3% who stated they were currently enrolled in an advanced degree program. It is the subject Master's which seems to be bothering those in the academic field. There were 39% who said they felt underqualified and did not apply because the qualifications called for the subject Master's. A small group of 4.9% cited the doctorate as a barrier to their job hunting. When asked if they felt that their future would be restricted without additional degrees or certificate work the group was about evenly split with 44.7% in the affirmative and 44.3% in the negative. They indicated that the additional subject Master's was their goal. A very small group indicated a library science doctorate might be in their future (2.8%) and not quite one percent indicated an interest in a sixth year program.

EMPLOYMENT

We took a look at the non-library related work experiences and found that nearly two-thirds considered that they were working at a professional level and nearly 87% said they were applying their MLS to advantage in their non-library related work. Those that felt they had left librarianship said they did so because they were unable to find work. The raw salary range reported by those in non-library related jobs ran $3100 to $45,000 with a mean of $14,372.

Those working in library-related positions were for the most part in line positions. Only 13% classified themselves as head of a library operation and an even smaller group classified themselves in supervisory positions (7.1%). The raw salary range was $11,000-$28,000 with a mean of $13,620.

We asked what was instrumental in gaining the first library position. Friends and letters of inquiry figured highest with the school placement program and notice of position availability close behind. In the open ended response some of the more recent graduates indicated that volunteering got them a position and others indicated that faculty referral helped in local placement. Even in subsequent job hunting the friend received the heaviest indication as a source, letters of inquiry remain about the same influence and newspaper and library literature increase in source while the library school service drops.

Nearly half of the respondents felt that their previous non-library work experiences were of little use in obtaining their first position. Not quite 40% of the respondents held a professional position in another field prior to earning their MLS. The field was heavily teaching in elementary and secondary schools. Nearly a like number claimed business and industrial experience prior to the MLS but for the most part the experience was clerical, sales and assembly line work.

PROFESSIONAL ACTIVITY

One quarter of the respondents do not hold a membership in a library association. Of those holding an association membership, more (21.4%) hold two menberships than one (17.9%) or three (17.3%). Only about 20% had attended a national level association meeting in the previous year while 42.1% had attended a state level association meeting. A larger group attended a local level library related activity (57.6%) but only 22% had served as an officer or chairperson in any association activity although 40% had served on a committee or were part of a program presentation.

If lack of response to a question can be interpreted as a negative, it would seem that some 42% of our respondents do not subscribe to a library-related periodical. About 20% did not indicate that they even scanned a library-related periodical whereas there were 21% who claimed they scanned six or more regularly. Well over 50% read reports, monographs, and books in the field. About one-quarter have published primarily articles, bibliographies and reviews. Those that have participated in publishing activity (21.1%) act primarily as editors or produce non-commercial media materials. In other areas of professional development nearly half of the respondents have participated in other activities such as serving on lay committees, writing grant proposals, presenting papers and speeches.

CONTINUING EDUCATION

When it comes to attending institutes, seminars and workshops nearly two-thirds of the respondents claimed to have so participated and 27.2% said no. Only 37.2% had taken a non-degree course since their graduation and only 31.9% had taken a non-credit library related course since graduation. Only about 20% claimed that they had received Continuing Education (CE) credits. There was an equal number that knew their employer accepted CE credits as there were those who had no idea if the CE's had any worth. But 70.6% of the respondents felt that their employers encouraged continuing education. Time off with pay seemed

to be the most popular form of support. Paying of fees and association dues was an almost nonexisting benefit while expense reimbursement figured for about one-quarter of the respondents. Where tuition was involved about half received full reimbursement while the other half received partial reimbursement.

We asked where they felt a need for more study and development. The response was not heavily settled into any one area. Supervisory training received votes from 17.3% of the respondents while non-print media materials, computer programming, and on-line retrieval training fall into the ten percent range. We asked how they wanted their continuing education packaged:

Credit coursework	26.0%	Lecture or colloquium	3.9%
Non-credit coursework	5.5%	Series of Saturday programs	6.8%
1-2 day institute	13.2%	One evening program	5.8%
3-5 day institute	2.9%	Series of evenings	17.0%
Half-day program	4.8%	None	5.8%
Home study	6.1%	Other	2.3%

We also asked if a continuing education program were to be arranged in the respondent's area of interest, where would they most likely find it convenient to participate:

in library school facilities nearby	81.7% positive
within half-hour drive	77.4% positive
at employer's institution	65.0% positive
within 2 hours drive	26.0% positive
available on audio cassette	38.4% positive
available on video cassette	31.6% positive
via correspondence	34.4% positive

JOB SATISFACTION

We asked if the respondent was employed in the type-of-library preferred and 64.4% said that they were satisfied. Of those who were negative we asked where they would prefer to be working and found the two year college receiving the largest single vote with university close behind in an almost dead heat with public.

This feeling of satisfaction seems to show up again when we asked to rate how they felt about their position to date:

	Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory	No Response
Career	5.3%	8.0%	8.7%	38.1%	37.5%	2.5%
Supervision	10.8%	15.2%	28.8%	22.6%	16.7%	5.9%
Work Conditions	5.9%	12.7%	21.1%	35.0%	21.1%	4.3%

VALUES TO BE FOUND FOR A PROGRAM OF EDUCATION FOR LIBRARIANSHIP IN DATA COLLECTED ON GRADUATE ACTIVITIES AND ATTITUDES

We looked at the data collected through various modes of analysis and found that there was very little significant difference in the responses of the graduates when they were broken out by type-of-library position. We tried several of the questions and found, for instance, that school media librarians were just as satisfied with their career and unenthusiastic about their supervision as were the public or the academic librarians. It is possible that as other manipulations of this data base occurs we may find that it is the type-of-service that is the difference between librarians and not the institution wherein they work.

The purpose of our study was to find out if there is more than a passing interest in the collection of data on graduates. We entered the project with the preconception that there would be value but we were not certain that it was sufficient to justify the maintenance of the activity.

When the raw data became available it was translated into a document for non-evaluated reporting and made available to faculty. We did not seek specific comment. Indeed, we did not even double check to see if faculty had read through the responses to the survey. The following is a series of observations on various aspects of the SILS program and how the survey seems to have provided value or predicates subsequent value.

ADMISSIONS AND RECRUITMENT

Like libraries many programs of graduate education for librarianship are finding that they are faced with dwindling support and enrollment in competition for funds during a distressed economic period. The Danton/Merritt study as well as the Miniter has made it clear that library schools generally draw their

constituency from the immediate geographic area. This study clearly supports those findings (nearly two-thirds of the respondents were in New York State and an even larger number came from the area known as Western New York and Southern Ontario).

The study shows that over half of the students attended the program on a part-time basis and two-fifths of that group were employed part-time while attending school. One quarter of the respondents reported that they had held down full-time positions in a library while in the program. The relationship between enrollment in a program of graduate education for librarianship and the fiscal health of area libraries is significant. While probably obvious and observable it is valuable to know the extent of such interdependency from the point of view of the School and the area libraries.

If area libraries are unable to provide employment to students thus assisting in not only motivation but fiscal ability to attent not only will enrollment decline in the program of education but so will the vitality of the program through interaction between the scholar and the "field". The motivational factor in recruiting prospective librarians is vital to the future of librarianship as much now as it was a decade ago. In this study previous work experience in a library was the first choice given as a factor which moved them to select librarianship as a career. That coupled with the weight given by our respondents to familiarity with library procedures and personal acquaintance with a librarian as major motivational factors creates a picture of the significant burden libraries and their professional staffs have in the recruitment of new blood. The interdependence of the library school program with the library service patterns in the immediate geographic area becomes not only clearer but significant. Maybe it is time for each to stop pointing at each other as the progenitor of the new librarian with all attendant praise and condemnation. It is obvious that each depends upon the other. It should also be noted here that the study lays to rest one of the more popular myths and that is that students should not be admitted to a graduate library program unless they are assured of placement upon graduation. The respondents resoundingly rejected that as a criterion for admission.

In looking at this data on motivation to not only move into librarianship but to select the SILS program it became clear that area libraries had to know more about the program and its faculty and to have more direct interaction with the students. One such step was taken which allowed students to undertake special supervised projects in area libraries and information agencies. Where work opportunities were being reduced the experience opportunities for students was being increased. The further development of an elective practicum experience for credit as a curriculum change also addressed the need for cooperative reaction between area libraries and the SILS program.

In looking at the responses to the various devices used by SILS in recruitment it became obvious that if improvements are made in various devices the data collected in this survey when matched with subsequent data collected from

graduates since the study was made could provide an indicator of the degree of success. It was noted, for instance, that although the catalog figures only slightly as a first choice motivation for entering SILS it figures much more strongly as a supportive motivator. Within the constraints of New York State policy and fiscal support, SILS was able to enhance the design and content of its catalog with the inclusion of photographs and a revision of content. The effect will be measured in the next questionnaire going out to graduates.

Advertising will be able to be measured also. SILS devised a new brochure on the information specialist and has used it extensively in mailings primarily to senior undergraduate students in area colleges, particularly to those in the sciences. The response seems to have warranted the investment. In subsequent polling of graduates we may be able to provide more tangible evidence of the growth of the influence of our advertising on the selection of the SILS program.

Another manifestation of SILS improving its relationship with area libraries and librarians in recognition of their motivating role in finding prospective students was the creation of the SILS MEMO. This mimeographed newsletter is produced twice a month during the school year primarily as an internal communication device for students and faculty. The MEMO reports on school accomplishments, problems and professional concerns as well as providing an index to the position announcements the placement service receives from libraries everywhere. The feedback has been positive to date and subsequent solicitation from graduates may also provide measurable insight into the effectiveness of this effort. We will be able to measure if there has been an increase in weight given to practicing librarians, graduates of the program and the presence of SILS faculty as motivating factors in selecting the SILS program.

CURRICULUM DEVELOPMENT

As a result of the self-study conducted in 1974 in preparation for accreditation under the 1972 standards adopted by the American Library Association, the school recognized that they needed to have an on-going study of curriculum. A standing curriculum committee was created composed of a student, an alumnus and three faculty. One of the problem areas being worked upon was the "core" courses which are required of all students. The subsequent appearance of the data in this study became an influence on the committee's final recommendation. The creation of one six credit "foundations" course and the selection of the reference course as a required course were supported by the data.

The fact that 21.8% of the respondents have taken coursework beyond their required 36 hours has initiated discussions on the current length of the program. The high placement of research methods as a desired subject for graduation by the respondents has reopened discussion on where this subject is appearing in the curriculum. The fairly heavy weight given to management theory encouraged the addition of a three credit course in library management to the curriculum. Increased emphasis on special librarianship is supported by the data collected from graduates and a joint program with the law school is emerging as is one in music librarianship. One course was reevaluated and changed to provide more emphasis on the utilization of mass communications techniques by libraries and

enhancing public relations programs. Subsequent collecting of data on the feelings graduates have about the curriculum may not bring on lightning changes to the curriculum but it is possible to believe that the process can be speeded up when supporting data is available.

In the matter of internship and practical experience in libraries which was emphatically emphasized by respondents as being a needed element of the program, SILS has made variable credit courses in a practicum and a project available. Area librarians met with SILS faculty and students and criteria were drawn up for the program. It was tried as an experiment and has proved to be enthusiastically received by field agencies and the students. The program has now become a part of the curriculum. Future polling of graduates will show a shift in their feelings on this subject. In particular SILS will be interested in the feelings of the graduates as to whether the practicum should be made a requirement for graduation from the program, or, if with the appearance of practicum as an elective will reduce the feeling that the course should be required.

CONTINUING EDUCATION NEEDS

In view of the fact that two thirds of our respondents graduated since 1972 it is not surprising that barely 4% have added another degree. But it is noteworthy that some 13% were enrolled in a program for another advanced degree. This group is predominantly in the academic library field. It becomes obvious that although the Association of College and Research Libraries still clings to the statement that the Master's in librarianship is the terminal degree for the profession that practice has outstripped the policy. How will this influence the program at SILS has not been determined and as an on-going device in the data base its only immediate application would be in the counseling of students who anticipate entering the academic field. Further study is needed in this area.

When it comes to the more traditional forms of continuing education nearly a third managed to avoid attending institutes, seminars and workshops. The worth of Continuing Education (CE) credits has not been clearly established as yet but the worth of continuing education is clearly being communicated to librarians by employers.

SILS was encouraged by the general picture and in cooperation with its alumni group has stepped up its presentation of continuing education programs which offer CE credit. In addition the program has been promoting the particular aspects of the regular curriculum which could be of use to those in the field. There has been an increase in those in the field returning for a particular course. The popularity of short course activity has not been developed but is being considered by faculty. The popularity of evening courses has been developed by trying some of the regular SILS courses during that period for the first time. The result was well received and will be measurable in future additions to this data base.

In the further development of informal continuing education programs SILS has already offered half-day sessions in local public library systems headquarters to very good attendance and participant evaluation. Several special training sessions are being offered on a traveling basis for libraries in the region. It is too soon to evaluate the result but the motivation definitely came from the indications found that continuing education has the best chance for success if it is handy and not too difficult to reach (note the survey was taken prior to the energy crisis). The fair reception to the use of cassettes and correspondence training will be investigated as the SILS program in continuing education develops.

PLACEMENT ACTIVITIES

There was not sufficient response from those in non-library related work situations to establish some clear definitions of alternatives hoped for in this study. However, some indications are there which should be further explored and can have some influence on the handling of current graduates in their job seeking activities. Indeed, some gleanings from this study have been passed on and will continue to be used. It is noted that over 4/5ths of those not in library related work stated that they felt the MLS was contributing to their performance. Those having left librarianship did so because they were unable to find work. Students are advised currently that the MLS often has application in other than library positions and that in their job hunting they should be ready to apply their ability to organize and retrieve information as an asset to other positions.

We had already begun to improve our placement services and were offering several job strategy sessions. Through the institution of the SILS MEMO mentioned above we provided an annotated index to any and all jobs received from national and local sources. In addition we developed the "Put a Buffalo In Your Library" logo. In looking at our data as to how our graduates found positions it is the letters of inquiry which figured very high for many as well as the usual "friends". We began to add this methodology to our counseling. The one most needed item for the students seeking positions is to find out where the positions are and to get libraries to think of our program as a possible source for the type of beginning employee they would be seeking. A biographical listing was devised made up of current students. This list was made available upon demand and also sent to known library personnel operations and specifically to individuals identified in advertisements. In the first year we have received very favorable response to this sytem and the students informally reported that they did receive inquiry from prospective employers. In our future surveying of graduates we will watch the amount of weight given to our placement efforts to see if we are improving.

ALTERNATIVE CAREERS AND THE DROPOUTS

We were not as successful as we had hoped in identifying those who have developed alternative careers or have just dropped out of the field. The very few who had dropped identified themselves as having family reasons for so doing. It was not enough to be of use to the program. However, we feel that we should persevere in seeking this information and in particular as it relates to alternative careers. This information is much needed. We feel that separating the library-related survey from the non-library related survey will encourage those not in the field to respond. We were not successful in the instrument used and its covering letter in making it clear that we wanted to hear from all graduates regardless of their career status.

SUMMARY

We have developed a data base and consider that it can be used as a model by other programs to allow for evaluations which will have a valuable effect on library education. Certainly the data base will serve as an excellent taking off place for the development of self-study data. In addition we would hope that the relationship between the graduates of the SILS program and its administration and faculty will improve, that with repetition and maintenance of the data base the exchange between the graduates and the School will develop into one of pride in growth and development and not have to depend so much on loyalty to the old school tie.

In addition, it is hoped that those national agencies concerned with the quality of library education will find values to be extracted not only from this survey but from the basic instrument designed to create the data base. It would seem that the collection of selective data from this base for national comparatives could bring the appraisal of library education into a more quantitative mode and thus relying less on the mere assertion or opinion of individual observers.

Certainly not all of the questions developed in this survey will be used in future additions to the data base at SILS. Current feeling, however, is that a goodly portion of it will be applied. With the current data base and subsequent expansion the faculty in the SILS program has a ready made area for research. The students currently in the program or those in the cooperative doctoral program SILS has with the Higher Education Department will find that they have a research base.

The problems faced in trying to maintain contact with all graduates is one that will continue to bother a program such as this. However, if we update the data on a year to year basis drawing from the in-house materials and survey the graduates in three year lots we may well be able to increase the not-disrespectful rate of response. It is obvious that we shall never get a 100% return.

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THE MASTER'S DEGREE PROGRAM EVALUATION

1. What led you to choose librarianship/information science as a career: (Mark 3 or more in order of importance with no.1 for primary inducement)

( ) Previous work in a library
( ) Familiarity with library use
( ) Acquaintance with librarians
( ) Career counseling
( ) A friend
( ) A librarian relative
( ) A library school student
( ) Recruitment literature
( ) Other_____

2. What factors led you to select the SILS program? (Mark 3 or more in order of importance with no.1 for primary inducement)

( ) Tuition
( ) Member of SILS faculty
( ) Librarian
( ) Graduate of the program
( ) Counseling services
( ) Content of SILS program
( ) Location
( ) School catalog
( ) Advertisement by SILS
( ) List of accredited programs
( ) Financial aid
( ) Other_____
_____
_____

3. How many semesters and summer sessions did you use to complete your plan of study at SILS?

( )3 ( )4 ( )5 ( )6 ( )7 ( )8 ( )9 or more.

4. Did you take courses at SILS beyond the 36 credit hours required for the MLS degree? ( ) Yes ( ) No. If yes, why_____
_____

5. While a student in the program were you employed? ( ) Yes ( ) No. If yes to the above, were you employed:

( ) As a graduate assistant
( ) Part-time in a library
( ) Full-time in a library
( ) Other part-time _____
( ) Other full-time _____

6. Did you participate in any of the following activities while a student at SILS?

( ) A SILS Student Representative
( ) A member of the Student Association activities committees
( ) Active in planning Alternative Week activities
( ) Not applicable

7. Do you feel that all students in MLS program should be required to complete coursework in any of the following areas: (check those appropriate)

( ) None
( ) Cataloging
( ) Indexing/surrogation
( ) Reference negotiation
( ) Research methods
( ) Service to specific groups
( ) Basic non-print media methods
( ) Library automation
( ) Collection development
( ) Survey of librarianship
( ) Acquisition
( ) General management theory
( ) Information retrieval
( ) Systems analysis
( ) Type-of-library administration
( ) Reference materials
( ) Principles of supervision
( ) Computer programming
( ) Intellectual freedom
( ) Other_____

8. Circle the most appropriate rating which best described your feeling about the SILS curriculum:

	Disagree Strongly		Unsure		Agree Strongly
A unified concept	1	2	3	4	5
Mass of separate courses	1	2	3	4	5
Stressed understanding of subject matter	1	2	3	4	5
Too much rote and/or busy work	1	2	3	4	5
Stressed principles and skills	1	2	3	4	5
Emphasized significance and function of subject	1	2	3	4	5
Allowed pursuit of individual interests	1	2	3	4	5
Responsive to current trends	1	2	3	4	5
Recognized student need	1	2	3	4	5
Promoted professional growth	1	2	3	4	5
Oriented to routine	1	2	3	4	5
Stressed service to user	1	2	3	4	5

9. Circle the most appropriate rating which best fits your feelings about the emphasis on types of materials in the SILS program

	N/A	Too Little		Satisfactory		Too Much
Serials	( )	1	2	3	4	5
Book formats	( )	1	2	3	4	5
Non-book print formats	( )	1	2	3	4	5
Non-print formats	( )	1	2	3	4	5
Machine readable formats	( )	1	2	3	4	5
Government publications	( )	1	2	3	4	5
Research literature	( )	1	2	3	4	5
Archival materials	( )	1	2	3	4	5
Foreign language material	( )	1	2	3	4	5

10. Circle the most appropriate rating which best fits your feelings about the emphasis in the SILS curriculum.

	No Opinion	Too Little		Satisfactory		Too Much
Administration and Management	( )	1	2	3	4	5
Data processing and automation	( )	1	2	3	4	5
Publishing	( )	1	2	3	4	5
Communications	( )	1	2	3	4	5
Information transfer	( )	1	2	3	4	5
Broadcasting	( )	1	2	3	4	5
Public relations	( )	1	2	3	4	5
User needs	( )	1	2	3	4	5
Document delivery	( )	1	2	3	4	5
Circulation	( )	1	2	3	4	5
Reprography	( )	1	2	3	4	5
Collection development	( )	1	2	3	4	5
Resource sharing	( )	1	2	3	4	5
Preservation of materials	( )	1	2	3	4	5
Organization of print materials	( )	1	2	3	4	5
Organization of nonprint materials	( )	1	2	3	4	5
Cataloging	( )	1	2	3	4	5
Indexing/surrogation	( )	1	2	3	4	5
Information storage	( )	1	2	3	4	5
Information retrieval	( )	1	2	3	4	5
Bibliography, critical	( )	1	2	3	4	5
Bibliography, analytical	( )	1	2	3	4	5
Nonprint media equipment	( )	1	2	3	4	5
Nonbook materials processing	( )	1	2	3	4	5

11. What subject or course do you feel needs coverage that does not now seem to be offered in the SILS curriculum? ( ) None.

_____

_____

12. Which three SILS courses have had a positive effect upon your job performance?

1. _____
2. _____
3. _____

13. Which three courses do you feel have had the least effect upon your job performance?

1. _____
2. _____
3. _____

14. Do you feel that the credit hours required (36) in the SILS program should be changed? ( ) Yes ( ) No If yes to the above, do you feel that the 36 hours should be ( ) increased or ( ) decreased? (check one)

15. In light of your experience since graduation from SILS do you feel that an internship or practicum should be a requirement for graduation?
( ) Yes ( ) No ( ) Don't know
or, an elective in the program? ( ) Yes ( ) No ( ) Don't know

16. Do you feel that any of the following factors should be a requirement for admission of students to the SILS program?

( ) Yes	( ) No	Previous library employment
( ) Yes	( ) No	Assurance of placement at graduation
( ) Yes	( ) No	Foreign language preparation
( ) Yes	( ) No	Statistics preparation
( ) Yes	( ) No	A minimum math competency
( ) Yes	( ) No	Knowledge of computer programming
( ) Yes	( ) No	Undergraduate library education
( ) Yes	( ) No	Personality examination
( ) Yes	( ) No	Interview
		Other_____

17. How do you rate the libraries on this campus in their ability to serve your information needs while a student at SILS?

	Met none		Some		Met all
Library School Library	1	2	3	4	5
Other SUNYAB libraries	1	2	3	4	5

18. Did the coursework taken for your MLS satisfy certification requirements?
( ) Yes ( ) No ( ) N/A
If no to the above, what additional coursework or requirements did you have to acquire for certification? _____
_____

19. Do you feel that there is a need to certify librarians in all types of libraries? ( ) Yes ( ) No ( ) Don't know
If yes to the above, who do you feel should administer the certification process? _____
_____

20. Since receiving the MLS, have you been granted any additional degrees?
( ) Yes ( ) No
If yes to the above, indicate the type_____ and subject_____

21. Are you currently enrolled in a degree or certificate program?
( ) Yes ( ) No
If yes to the above, indicate type_____ and subject_____
If yes to the above, is your degree or certificate work
__expected as a requirement in your present employment
__for personally perceived needs

22. In searching for a desired position in a library have you ever felt underqualified and did not apply because it required one of the following?

( ) Subject master's	( ) Doctorate in another subject area
( ) 6th year certificate	( ) Other_____
( ) Doctorate in library science	( ) N/A

23. Do you feel that you will be restricted in library work without additional degrees or certificate work?
( ) Yes ( ) No ( ) N/A
If yes to the above, do you feel that you will need any of the following?

( ) Subject master's
( ) 6th year certificate
( ) Doctorate in library science
( ) Doctorate in another subject area
( ) Other_____

EMPLOYMENT INFORMATION

1. Please list your employment for those years since receiving the MLS regardless of library or library related nature:

Dates	Position	Type of institution	Location (state, prov.)	Full-time	Part-time	Prof.	Non-prof.

2. If you are presently not employed in a library position, are you?

( ) Unemployed, seeking library work
( ) Unemployed, not seeking library work
( ) Unemployed, not seeking employment
( ) Employed in information science
( ) A student
( ) Volunteering in a library
( ) Employed in non-library related work
( ) N/A

3. Are you volunteering in a library? ( ) Yes ( ) No
If yes to the above, do you consider your activities to be
___professional, ___paraprofessional, ___clerical?

4. Are you currently employed in non-library related work? ( ) Yes ( ) No
(if no, go to next question)
If yes to the above, do you consider your activities to be

a. ___professional, ___paraprofessional, ___clerical?

b. Have you been able to apply some elements of your MLS program to your non-library position? ( ) Yes ( ) No ( ) Don't know

c. Do you consider that you have left the library profession as a career field? ( ) Yes ( ) No ( ) Undecided
If yes to the above, rank the most important reasons (up to 3) for your decision:
( ) Unable to find library related professional work
( ) Unable to find personal satisfaction in library work
( ) Felt unsuited to the library profession
( ) Found present field better suited to my abilities
( ) Dissatisfied with administration in previous library
( ) Dissatisfied with performance of professional peers
( ) Dissatisfied with income and benefits
( ) Family responsibilities

d. If you are currently employed in non-library related work please answer the following:

( ) My title is _____
( ) My scope of activity _____
( ) My employing institution (type) _____
( ) My current annual salary is _____
for a period of ( ) 9 months ( ) 10 months ( ) 11 months
( ) 12 months ( ) part-time __hrs. per week

5. If you are currently employed in a library related position please answer the following:

( ) My title is _____
( ) My scope of activity is _____
( ) My current salary is (nearest $100) _____
for a period of ( ) 9 months ( ) 10 months ( ) 11 months ( ) 12 months
( ) part-time __hrs. per week.
( ) My employer is

( ) Elementary school
( ) Secondary school
( ) Two-year college
( ) Four-year college
( ) University
( ) Public library, small
( ) Public library, medium
( ) Public library, large urban
( ) Special (type) _____
( ) Other _____

Are you employed in a library related position which is not classified as professional? ( ) Yes ( ) No
If yes to the above, are you called upon to perform duties which you feel capitalize on your MLS training?

Very little		Moderate		Very much
1	2	3	4	5

6. If you are currently employed in a library related position does your classification require state certification? ( ) Yes ( ) No ( ) N/A

Does your position require national certification? ( ) Yes ( ) No

7. What was the primary source instrumental in obtaining your first library professional position? (check one)

( ) N/A
( ) Not yet employed in a library
( ) Official notice of position
( ) SILS placement service
( ) SUNYAB placement service
( ) Friend
( ) Relative
( ) Classified newspaper ad
( ) Library literature ad
( ) Letter of inquiry
( ) Fee-charging placement service
( ) Library association placement
( ) Telephone hotline
( ) Do not remember
( ) Other _____

8. Approximately what period of time did it take for you to secure your first library professional position?

( ) N/A
( ) Had position prior to graduation
( ) Within 1 month of graduation
( ) Within 3 months of graduation
( ) Within 4 months of graduation
( ) Within six months
( ) Within one year
( ) Other _____

9. What has been your primary source of information which led to any subsequent positions in library and information services? (check one)

( ) N/A
( ) Library school services
( ) Friend
( ) Relative
( ) Newspaper ad
( ) Library literature ad
( ) Letter of inquiry
( ) Fee-charging placement service
( ) Library association placement
( ) Telephone hotline
( ) Do not remember
( ) Other_____
_____

10. Since receiving the MLS have you ever been employed in a library related position which was not classified as a professional appointment? ( ) Yes ( ) No
If yes to the above, were you later phased into an available professionally classified position in the same institution? ( ) Yes ( ) No ( ) Not as yet.

11. Prior to entering the SILS program did you have experience in a library position? ( ) Yes ( ) No

12. Prior to entering the SILS program had you held a position classified as professional in another occupation? ( ) Yes ( ) No If yes to the above, indicate profession(s)_____

13. Prior to entering the SILS program did you have experience in industry or business ( ) Yes ( ) No If yes to the above, indicate type of position_____ and type of industry/business_____

14. In your first position after completion of the MLS, was your prior working experience taken into account in determining your salary or job classification? ( ) Yes ( ) No ( ) N/A ( ) Don't know

15. In your current position are you represented by a bargaining agent? ( ) Don't know ( ) Yes ( ) No

16. In your current position are you currently in the process of acquiring a bargaining agent? ( ) Don't know ( ) Yes ( ) No

PROFESSIONAL ACTIVITIES
(If currently employed in non-library position skip to Question 11)

1. In how many professional/educational library related associations do you currently hold membership? ( ) None ( )1 ( )2 ( )3 ( )4 ( )5 ( )6 or more. ( ) N/A

2. Check the following library related professional/educational association in which you hold current membership:

( ) American Association of Law Libraries
( ) American Library Association
( ) American Society for Information Science
( ) Association of Computing Machinery
( ) Canadian Library Association
( ) Catholic Library Association
( ) Continuing Library Education Network
( ) Medical Library Association
( ) Operations Research Society of America
( ) Association for Educational Communication Technology
( ) Other_____

( ) Special Library Association
( ) Adult Education Association
( ) Regional Association _____
_____
( ) State Association_____
_____

3. Have you attended one or more national level library related activity in the past twelve months? ( ) Yes ( ) No

4. Have you attended one or more:

State level library related activity in the past year? ( ) Yes ( ) No
Local level library related activity in the past year? ( ) Yes ( ) No

5. Have you served as an officer or committee chairperson for any library related activity in the past year? ( ) Yes ( ) No

6. Have you served on committees or program planning for any library related activity in the past year? ( ) Yes ( ) No

7. Have you ever attended a library related conference or meeting outside the U.S. or Canada? ( ) Yes ( ) No

8. Indicate the number of library related periodicals to which you subscribe:
( ) None ( )1 ( )2 ( )3 ( )4 ( )5 ( )6+

9. Indicate the number of library related periodicals which you scan regularly:
( ) None ( )1 ( )2 ( )3 ( )4 ( )5 ( )6+

10. In the past year indicate if you have read a report, monograph, or book on a library related subject? ( ) None ( )1 ( )2 ( )3 or more.

11. Since receiving your MLS have you:

Published ( ) Yes ( ) No
( ) Articles
( ) Books
( ) Bibliographies
( ) Book/media reviews
( ) Research reports
( ) Data base programs
( ) Other_____

Participated in publishing activity ( ) Yes ( ) No
( ) Editing
( ) Abstracting
( ) Surrogation
( ) Commercial media production
( ) Noncommercial media production
( ) Other_____

11. (Continued)

Participated in other professional development activity ( ) Yes ( ) No

( ) Served on lay committees
( ) Presented paper(s)
( ) Delivered speeches
( ) Written grant proposals
( ) Appeared on radio, TV, film
( ) Served on accrediting team
( ) Consulting
( ) Other_____

CONTINUING EDUCATION ACTIVITIES

1. Have you attended one or more institutes, seminars, or workshops since receiving your MLS? ( ) Yes ( ) No If yes to the above, in what general subject areas? _____

2. Have you taken one or more courses for non-degree credit since receiving your MLS? ( ) Yes ( ) No If yes to the above, in what subject areas?

_____

3. Have you taken one or more non-credit courses since receiving the MLS? ( ) Yes ( ) No If yes to the above, in what general subject areas? ___

_____

4. Have you ever received CEU credits (continuing education units) for any of your education activities? ( ) Yes ( ) No If yes to the above, were the CEU credits accepted by your employer as evidence or professional development? ( ) Yes ( ) No ( ) Not known

5. Does your employer provide encouragement for participation in professional development activities? ( ) Yes ( ) No If yes to the above, does your employer usually grant:

( ) Time off with pay
( ) Time off without pay
( ) Full expense reimbursement
( ) Partial expense reimbursement
( ) Travel reimbursement only
( ) Fee and registration reimbursement only
( ) Adjustment of work schedule
( ) Payment of dues in Association
( ) Full tuition reimbursement
( ) Partial tuition reimbursement
( ) Other_____
_____

6. In which of the following areas do you feel the need for study to increase your professional expertise and job performance?

( ) Adult education
( ) Nonprint media materials
( ) Nonprint production
( ) Computer programming
( ) Systems analysis
( ) Urban studies
( ) Marketing
( ) Management
( ) Budgeting
( ) Public relations
( ) Service to minorities
( ) Reading development
( ) Programmed instruction
( ) Information science
( ) Intellectual freedom
( ) Personnel administration
( ) On-line retrieval
( ) Supervision
( ) Other_____

7. In arranging for a continuing education series if SILS or other library schools were to meet your area of interest would you be most likely to participate in:

( ) Credit coursework
( ) Non-credit coursework
( ) 1-2 day institute
( ) 3-5 day institute
( ) Half-day program
( ) Home study
( ) Lecture or colloquium
( ) Series of Saturday programs
( ) One evening program
( ) Series of evening programs
( ) None
( ) Other_____

8. If a program of continuing education were to be arranged in your area of interest, would you be most likely to participate if the program were:

In library school facilities near you	( ) Yes	( ) No	( ) N/A
Within a half-hour drive	( ) Yes	( ) No	( ) N/A
At your employing institution	( ) Yes	( ) No	( ) N/A
Within two hours drive	( ) Yes	( ) No	( ) N/A
Available on audio cassette	( ) Yes	( ) No	( ) N/A
Available on video cassette	( ) Yes	( ) No	( ) N/A
Correspondence	( ) Yes	( ) No	( ) N/A

BACKGROUND INFORMATION

1. Your age is_____.

2. When you received your MLS your age was_____.

3. You are ( ) not married ( ) married ( ) separated/divorced ( ) widowed.

4. Did you receive job-hunting strategies instruction while at SILS?
( ) Yes ( ) No ( ) Don't know

5. Are you employed in the type-of-library you would prefer?
( ) Yes ( ) No If no to the above, which type would you prefer:

( ) Elementary
( ) Secondary school
( ) Two-year college
( ) Four-year college
( ) University
( ) Public library, small
( ) Public library, medium
( ) Public library, large urban
( ) Special
( ) Governmental
( ) Other_____
( ) None at all

6. Circle the rating which best represents your feeling about your career to date:

Very unsatisfactory		Neutral		Very satisfactory
1	2	3	4	5

7. Circle the rating which best represents your evaluation of the quality of supervision you have encountered to-date:

Very unsatisfactory		Neutral		Very satisfactory
1	2	3	4	5

8. Circle the rating which best represents your evaluation of the working conditions you have encountered to date:

Very unsatisfactory		Neutral		Very satisfactory
1	2	3	4	5

Please feel free to comment on any aspect of education for librarianship and the SILS preparation, your experiences and evaluations since receiving your MLS. You may use the back of this questionnaire if you wish.

RESPONSES TO THE QUESTIONNAIRE:

1. Factors leading to career choice:

choice	1	2	3
previous work in library	30.4%	20.0%	19.5%
familiarity with library	27.0%	35.9%	17.2%
acquaintance with librarians	5.0%	13.9%	19.2%
career counseling	2.5%	3.7%	8.0%
a friend	6.0%	5.4%	9.2%
a library relative	2.2%	1.7%	2.3%
a library school student	.9%	4.1%	2.7%
recruitment literature	.9%	4.4%	6.9%
other	25.1%	8.8%	14.9%

2. Factors leading to selecting SILS:

choice	1	2	3
tuition	5.0%	23.4%	16.1%
member of the faculty	1.6%	3.5%	7.3%
librarian	1.2%	5.9%	6.0%
graduate of the program	1.2%	3.1%	3.7%
counseling service	.6%	1.6%	.5%
content of SILS program	6.2%	14.1%	18.8%
location	72.4%	18.8%	10.6%
school catalog	.6%	10.2%	10.6%
advertisement by SILS	1.6%	.8%	2.8%
list of accredited programs	2.8%	7.4%	9.6%
financial aid	3.1%	8.2%	7.8%
other	3.4%	2.3%	6.5%

3. Semesters needed to complete program:

3-25.5%, 4-29.5%, 5-12.9%, 6-14.8%, 7-13.2%, 8+-2.5%, no response 1.9%
mean average 4.660 median 4.274

4. Coursework taken beyond required 36 hours for MLS: YES 21.8% NO 78.2%

5. Employed while a student: YES 78.0% NO 21.7% no response .3%

as graduate assistant	16.1%
part-time in library	39.4%
full-time in library	24.8%
part-time other	8.7%
full-time other	10.6%

6. Extracurricular activities while student:

student representative	11.3%
member of student association activities	3.9%
alternative week planner	14.2%
not applicable	69.9%

7. Coursework that should be required in the MLS program: (number of checks received)

None	17	Library automation	96
Reference	217	Principles of supervision	95
Cataloging	185	Survey of librarianship	91
Basic non-print media	171	Type-of-library administration	90
Reference negotiation	169	Information retrieval	79
Research methods	147	Intellectual freedom	78
Collection development	145	Service to groups	54
Management theory	143	Computer programming	41
Acquisition	122	Indexing/surrogation	36

8. Feelings about the SILS curriculum:

	Disagree Strong	Disagree Moderate	Unsure	Agree Moderate	Agree Strong
Unified concept	10.6%	19.9%	28.9%	34.1%	6.4%
Mass of separate courses	13.8%	29.3%	20.9%	28.3%	7.7%
Stress understanding of subject matter	2.9%	14.7%	26.8%	42.2%	13.4%
Too much rote/busy work	15.6%	29.3%	15.3%	20.4%	19.4%
Stress principles/skills	3.0%	13.3%	17.3%	51.8%	14.6%
Emphasize significance and function of subject	3.9%	12.2%	33.2%	39.1%	11.5%
Allow pursuit of individual interest	3.2%	17.2%	10.8%	36.0%	32.8%
Responsive to current trends	3.5%	8.3%	12.4%	43.5%	32.4%
Recognized student needs	5.1%	19.3%	26.8%	34.5%	14.4%
Promoted professional growth	4.5%	11.5%	22.8%	41.0%	20.0%
Oriented to routine	13.4%	26.1%	30.4%	23.5%	6.5%
Stress service to user	2.8%	5.0%	10.7%	36.6%	44.8%

9. Feelings about the emphasis on type of materials in program:

	Too Little	Mod.	Satis.	Mod.	Too Much	No Response
Serials	20.7%	23.5%	31.3%	8.7%	.6%	15.2%
Books	3.4%	5.0%	52.6%	26.3%	5.3%	7.4%
Non-book formats	9.3%	24.1%	38.1%	14.6%	3.7%	10.2%
Non-print formats	8.7%	16.1%	41.2%	17.6%	6.2%	10.2%
Machine readable formats	14.9%	29.1%	30.3%	8.7%	.6%	15.2%
Government publications	18.3%	25.4%	33.4%	7.4%	.3%	15.2%
Research literature	6.5%	20.7%	44.3%	17.0%	.9%	10.5%
Archival materials	23.2%	27.6%	24.5%	3.1%	0.0%	21.7%
Foreign language materials	22.9%	22.6%	21.4%	1.5%	0.0%	31.6%

10. Emphasis in the curriculum on process:

	Too Little	Mod.	Satis.	Mod.	Too Much	No Response
Administration & management	22.0%	18.3%	40.6%	6.8%	3.4%	9.0%
Data processing & automation	11.5%	13.9%	38.7%	10.2%	3.7%	22.0%
Publishing	25.1%	23.5%	29.4%	4.0%	.9%	17.0%
Communications	9.3%	20.7%	41.2%	11.5%	.6%	16.7%
Information transfer	9.6%	18.9%	36.2%	7.7%	.6%	26.9%
Broadcasting	26.0%	16.7%	12.7%	1.9%	0.0%	42.7%
Public relations	21.1%	20.7%	33.7%	8.7%	1.9%	13.9%
User needs	5.0%	10.2%	49.2%	25.1%	3.7%	6.8%
Document delivery	11.8%	17.6%	25.7%	3.1%	0.0%	41.8%
Circulation	12.4%	22.3%	41.2%	7.4%	.6%	16.1%
Reprography	11.1%	14.9%	14.9%	2.5%	0.0%	56.7%
Collection development	10.5%	23.2%	44.6%	8.4%	.9%	12.4%
Resource sharing	12.1%	27.6%	38.4%	6.2%	.3%	15.5%
Preservation of materials	25.4%	28.2%	24.1%	1.9%	0.0%	20.4%
Org. of print materials	2.8%	8.7%	55.4%	23.5%	2.2%	7.4%
Org. of non-print	11.1%	20.1%	42.4%	14.9%	.9%	10.5%
Cataloging	6.5%	9.3%	52.9%	21.1%	3.4%	6.8%
Indexing	5.0%	12.4%	42.7%	10.2%	3.7%	26.0%
Information storage	6.2%	15.8%	46.1%	10.8%	1.2%	19.8%
Information retrieval	7.1%	15.2%	45.5%	11.5%	.3%	20.4%
Biblio. critical	8.0%	13.0%	44.6%	11.1%	2.8%	20.4%
Biblio. analytical	6.5%	12.4%	45.5%	11.5%	3.1%	21.1%
Nonprint media equipment	7.4%	13.3%	43.3%	19.8%	5.3%	10.8%
Nonbook process	14.6%	23.8%	34.4%	11.8%	2.2%	13.3%

11., 12., and 13. were open-ended questions and are not so tabulated in this report.

14. Feel that the 36 hours should be changed:

YES	22.0%	(increase 91.5%, decrease 8.5%)
NO	72.8%	
No response	5.2%	

15. Internship or practicum should be required for MLS:

YES	61.3%
No	17.3%
Don't know	7.4%
No response	13.9%

Internship or practicum as an elective:

YES	39.9%
NO	6.9%
Don't know	4.0%
No response	49.2%

16. Factors to be required for admission to the program:

	Yes	No	No response
Previous library employment	6.2%	85.1%	8.7%
Assurance of placement	10.2%	77.4%	12.4%
Foreign language preparation	24.1%	67.5%	8.4%
Statistics preparation	9.6%	80.2%	10.2%
Minimum Math Competency	38.7%	52.3%	9.0%
Computer programming	4.3%	85.4%	10.2%
Undergrad. library education	2.5%	86.7%	10.8%
Personality examination	36.2%	53.6%	10.2%
Interview	70.0%	23.5%	6.5%

17. Libraries on campus met your needs as student:

	Library Studies	Others
met none of need	1.5%	2.8%
met some	9.9%	9.3%
average	32.8%	33.4%
met most	42.1%	36.2%
met all	1.2%	1.2%

18. Did SILS coursework satisfy certification requirements:

YES	57.6%
NO	12.1%
N/A	28.8%
No response	1.5%

19. Is there a need to certify all librarians in all types of libraries:

YES	30.7%
NO	40.9%
Don't know	28.8%
No response	1.5%

20. Since MLS added another degree:

YES	3.7%
NO	95.7%
No response	.6%

21. Currently enrolled in degree or certificate program:

YES	13.3%	(job required 2.8%, need 9%)
NO	86.4%	
No response	.3%	

22. Have felt underqualified and did not apply because needed:

Subject Master's	39.0%
Doctorate in Library Science	3.7%
Other Doctorate	1.2%
Other	6.2%
N/A	44.9%
No response	5.0%

23. Future restriction without added degree:

YES	44.7%
NO	44.3%
N/A	11.1%
No response	1.9%

Feel need for:

Subject Master's	32.2%
6th Year	.9%
Doctorate in Library Science	2.8%
Other Doctorate	2.2%
Other	4.3%
No response	57.6%

EMPLOYMENT INFORMATION:

1. Type-of-library employment:

Academic	22.9%	Public	22.0%
Business	1.9%	Special	7.7%
School	26.6%	Media	1.1%
Government	11.1%	No response	4.9%

Location of respondents by state:

Alaska	1	Indiana	2	New Mexico	1
Arkansas	2	Iran	1	New York	211
Arizona	2	Japan	1	Ohio	6
California	4	Massachusetts	5	Oregon	1
Canada	6	Maryland	4	Pennsylvania	3
Colorado	1	Maine	1	Puerto Rico	2
Connecticut	3	Mississippi	3	Rhode Island	2
D.C.	4	Minnesota	2	So. Carolina	1
Delaware	1	Missouri	2	Tennessee	1
Florida	4	Montana	1	Texas	2
Georgia	1	No. Carolina	2	Virginia	6
Iowa	1	No. Dakota	1	Wisconsin	2
Illinois	2	New Jersey	4	W. Virginia	2

2. Those not employed in library:

N/A 33.4% No response 44.9%

Unemployed, seeking library work	4.3%
Unemployed, not seeking library work	.6%
Unemployed, not seeking employment	1.9%
Employed in information science	1.5%
A student	1.2%
Volunteer	1.2%
Employed in non-library work	10.8%

3. Are you volunteering in a library:

YES	8.0%
NO	72.8%
No response	19.2%

Of the yes respondents:

84.0%	consider work professional
12.0%	consider work non-professional
4.0%	consider work clerical

4. Are you employed in non-library work:

YES	19.5%
NO	80.5%

Of the yes respondents:

70.0%	consider work professional
10.0%	consider work non-professional
20.0%	consider work clerical
86.8%	apply some elements of their MLS preparation
13.2%	do not profit from MLS
18.8%	feel they have left library profession
50.0%	feel they have not left profession
29.7%	are undecided as to leaving the profession
1.6%	no response

Reasons for leaving the library profession:

	1st choice	2nd choice	3rd choice
unable to find library work	96.0%	96.3%	96.9%
no personal satisfaction	.9%	.6%	.3%
feel unsuited	.6%	.6%	.6%
new field better	.9%	.6%	1.2%
dissatisfied with administration	.3%	.6%	.0%
dissatisfied with peers	.6%	.6%	.3%
dissatisfied with income	.6%	.3%	.3%
other	.0%	.3%	.0%

Currently employed in non-library work:

as head of operations	4.0%
dept. level supervision	2.0%
professional	66.0%
non-professional	28.0%

Type of work: non-library

academic/schools	51.0%
government	8.2%
business	20.4%
other	18.4%
no response	2.0%

Raw salary range $3100 - $45,000 (annual)

Mean $14,372 Median $13,000

14.3% on 9 month contract
31.4% on 10 month contract
54.3% on 12 month contract

Those on part-time: Mean average hours per week 23
Median 20

5. Employed in library related positions:

Head of operations	13.0%
Department supervisor	7.1%
Professional	56.0%
Non-professional	.6%
No response	23.2%

Salary range $11,000 - $28,000

Mean average $13,620 Median $13,422

3.7% on 9 month contract
19.8% on 10 month contract
4.6% on 11 month contract
43.7% on 12 month contract
28.2% no response

Part-time: Mean average hours per week 21.8
Median 19.7

Employer:

Elementary school	15.5%
2nd school	8.4%
2 year college	2.8%
4 year college	5.6%
University	11.8%
Small public	2.5%
Medium public	9.6%
Large public urban	6.8%
Special	7.1%
Other	5.9%
No response	24.1%

2.2% said they were classified as non-professional in their library related position and no significant feeling that they were doing professional work.

6. Does current position require state certification:

YES	50.2%
NO	42.7%
N/A	7.1%

Requiring national certification: (data invalid)

7. What was instrumental in getting first library related job:

N/A	10.9%
Official notice of position	9.0%
School placement	8.0%
University placement	3.4%
Friend	12.7%
Relative	1.9%
News advertisement	5.0%
Library literature advertisement	1.2%
Letter of inquiry	9.3%
A fee service	.6%
Library Association placement	2.2%
Telephone hotline	.6%
Do not remember	1.5%
Other	31.3%
No response	2.5%

8. Time required to find first job:

N/A	1.5%
Had position prior to graduation	8.4%
1 month of graduation	33.4%
3 months of graduation	15.8%
4 months of graduation	13.9%
6 months of graduation	3.4%
1 year of graduation	5.9%
Other	8.7%
No response	9.0%

9. Source of information leading to subsequent positions in libraries:

N/A	48.9%
Library School	1.9%
Friend	12.7%
Relative	.3%
News advertisement	5.9%
Library literature advertisement	3.4%
Letter of inquiry	7.4%
Fee placement service	.6%
Library Association placement	1.9%
Telephone hotline	.9%
Do not remember	.3%
Other	11.1%
No response	4.6%

10. Since receiving the MLS employed as library non-professional:

YES	18.3%
NO	74.3%
No response	7.4%

Of the yes respondents:

7.6%	were later phased into professional position
9.6%	were not phased into professional position
1.3%	not as yet phased into professional position
81.5%	N/A

11. Prior to MLS had library work experience:

YES	49.5%
NO	50.5%

12. In a professional position in other field:

YES	39.1%
NO	60.9%

13. Prior to MLS employed in industry/business:

YES	37.2%
NO	62.8%

14. Was previous non-library work experience considered in first library placement:

YES	32.7%
NO	47.6%
N/A	13.7%
Don't know	6.0%

15. Are represented by bargaining agent:

Don't know	3.9%
YES	53.0%
NO	43.1%

16. Are you seeking bargaining agent in your place of employment:

Don't know	9.4%
YES	4.9%
NO	85.7%

PROFESSIONAL ACTIVITIES:

1. Currently hold library association memberships in:

None	25.8%		
One	17.9%		
Two	21.4%	Mean	1.975
Three	17.3%		
Four	7.9%		
Five	5.7%	Median	1.794
Six	3.5%		
N/A	.6%		

2. Have attended a national level association activity in past year:

YES	20.7%
NO	64.7%
No response	17.6%

3. Attended state level association activity in past year:

YES	42.1%
NO	39.3%
No response	18.6%

4. Attended local level library related activity:

YES	57.6%
NO	22.6%
No response	19.8%

5. Served as an Officer or Committee Chair:

YES	22.0%
NO	64.4%
No response	13.6%

6. Served on a Committee or Program:

YES	39.9%
NO	46.4%
No response	13.6%

7. Ever gone out of the U.S. and/or Canada to attend library related meeting:

YES	2.2%
NO	83.0%
No response	14.9%

8.

Subscribe to library related periodicals:		Scan regularly:	
one	16.1%	one	4.6%
two	16.4%	two	12.4%
three	13.3%	three	19.2%
four	5.3%	four	15.2%
five	2.8%	five	8.7%
six plus	4.0%	six plus	21.1%
no response	42.1%	no response	18.9%

9. Read reports, monographs, books, during past year on library related subjects:

one	9.9%
two	11.5%
three plus	56.0%
no response	26.6%

10. Have published since MLS:

YES	24.8%
NO	68.1%
No response	7.1%

Of the yes respondents:

41.2%	articles
1.2%	books
15.3%	bibliography
16.5%	reviews
9.4%	research report
1.2%	data base program
15.3%	other

11. Participate in publishing activity:

YES	21.1%
NO	71.5%
No response	7.4%

Of the yes respondents:
35.7% edit
2.9% abstract
1.4% surrogation
8.6% commercial media production
40.0% non-commercial media
11.4% other

12. Participate in other professional development activities:

YES	43.0%
NO	44.6%
No response	12.4%

Of the yes respondents:
21.0% served on lay committees
13.4% presented paper(s)
13.4% presented speeches
27.4% grant proposals
5.1% appeared on radio/TV
.6% served accreditation team
6.4% consultant
12.7% other

CONTINUING EDUCATION ACTIVITIES:

1. Attended one or more institutes, seminars, workshops since MLS:

YES	72.1%
NO	27.2%
No response	.6%

Of the yes respondents:
Subject: open-ended
13.9% management
11.6% computers
37.0% media
2.9% cataloging
1.2% health science
33.5% other

2. Taken one or more non-degree courses since MLS:

YES	37.2%
NO	61.6%
No response	1.2%

Of the yes respondents:
Type of Course:
10.2% management
6.8% computers
15.9% foreign language
20.5% media
1.1% catalog
2.3% health science
43.2% other

3. Non-credit courses since MLS:

YES	31.9%
NO	62.2%
No response	5.9%

Of the yes respondents:
Type of Subject:

13.3%	management
11.1%	computers
28.9%	foreign language
42.2%	media
4.4%	health science

4. Have received CE units since MLS:

YES	19.1%
NO	77.1%
No response	3.1%

Of the yes respondents, employers accept CEU's:

39.7%	yes
20.7%	no
39.7%	don't know

5. Employers encourage professional development:

YES	70.6%
NO	20.7%
No response	12.1%

(ranked in order of number of time checked)

time off with pay	140
full expense	59
adjust work schedule	59
full tuition	35
partial tuition	32
fee and registration	21
other	17
time off, no pay	15
travel only	9
partial expense	5

6. Areas needing more study:

Adult education	5.8%
Non-print media materials	12.5%
Non-print media production	5.8%
Computer programming	10.8%
Systems analysis	1.0%
Urban studies	1.0%
Marketing	1.0%
Management	5.8%
Budgeting	2.0%
Public relations	1.0%
Service to minorities	1.7%
Reading development	5.1%
Programmed instruction	2.4%

Information science	2.7%
Intellectual freedom	1.7%
Personnel administration	6.8%
On-line retrieval	8.8%
Supervision	17.3%
Other	6.8%

7. Type of continuing education programming desirable:

For credit	26.0%
Non-credit	5.5%
1-2 day institute	13.2%
3-5 day institute	2.9%
Half-day institute	4.8%
Home study	6.1%
Lecture/colloquium	3.9%
Series of Saturdays	6.8%
One evening program	5.8%
Series of evenings	17.0%
None	5.8%
Other	2.3%

8. Participate if program were located:

	Yes	No	N/A	No Response
in nearby library school	81.7%	1.9%	5.9%	10.5%
within half-hour drive	77.4%	3.1%	5.6%	13.9%
at employer's institution	65.0%	3.7%	8.4%	22.9%
two hour drive	26.0%	37.8%	4.6%	31.6%
available on audio cassette	38.4%	27.9%	6.5%	27.2%
available on video cassette	31.6%	31.9%	8.0%	28.5%
via correspondence	34.4%	31.9%	5.6%	28.2%

BACKGROUND:

1. Age range 21-58
   mean 29.7 median 25.9

2. Insufficient data

3. Marital:

single	25.7
married	63.8
divorced	8.0
lost spouse	1.9
no response	.2

4. Received job hunting instruction at SILS:

YES	48.6%
NO	44.3%
Don't know	3.7%
No response	3.4%

5. Those employed in preferred type of library:

YES	64.4%
NO	23.5%
No response	12.1%

Of the no answers, the following preferred:

elementary	6.5%
2nd	7.6%
2 year college	14.1%
4 year college	7.6%
University	13.0%
small public	5.4%
medium public	3.3%
large public	5.4%
special	10.9%
government	6.5%
other	10.9%
none	8.7%

	Very Unsatis.	Unsatis.	Neutral	Satis.	Very Satis.	No Response
6. Career to date	5.3%	8.0%	8.7%	38.1%	37.5%	2.5%
7. Quality of supervision	10.8%	15.2%	28.8%	22.6%	16.7%	5.9%
8. Quality of work conditions	5.9%	12.7%	21.1%	35.0%	21.1%	4.3%